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ABSTRACT

An approach to enhancing program quality in educational institutions through program mapping is presented in this report. First, the objective of program mapping is specified as a means to evaluate and clarify the learning outcomes of a college's educational programs; and its use as a graphic representation of the interdependent relationships among various learning components of an academic program is highlighed. Examples are given of the operation of program mapping, after which examples of the effects of the process on the structure of the curriculum at Pensacola Junior College are provided. These examples show that: (1) academic advising has been simplified; (2) the mapping process has enabled faculty to organize programs in a logical sequence; (3) the program maps have allowed for programmatic reorganization and restructuring by providing a visual representation to faculty of their total program; (4) administrative decisions have been made more objectively; (5) decisions about course revisions or deletions have been based on program needs rather than on personality or tradition; (6) orientation of adjunct faculty to the total program has been facilitated; (7) program mapping has been a vehicle for cooperative faculty participation; and (8) a total program for student success has been structured. Appendices include a sample program, a program map, major learning outcomes in Pensacola's Child Care Program, and an Early Childhood program map. (HB)

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Program Mapping:

Quality Control for Academic Programs

by

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Presented at the 9th National/2nd International Institute on Social Work in Rural Areas

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PROGRAM MAPPING: QUALITY CONTROL FOR ACADEMIC PROGRAMS

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Quality within an institution's academic program is often very difficult to determine. Program mapping is just one of many tools available which enables an educational institution to evaluate and clarify the learning outcomes of its educational programs. The program mapping process serves as a decision making model that is easily communicated to others.[1] More specifically the academic program map illustrates the rationale for the existence of each learning outcome: a program map is a graphic representation of the interdependent relationships among various learning components of an academic program; this graphic representation shows the components of one level as prerequisite to those at the next higher level.[2] One has not only the prerequisite skills but also the exit skills for each level. This enables educators to structure their academic programs so that the minimal professional entry level skills of their graduates can be assured.

In the Figure 1 program map the Sophomore Course has two prerequisite learning components: Field Experience X and Freshman Course Y. If a student has successfully achieved the learning outcomes of Field Experience X and Course Y, the map shows that one would have the necessary prerequisite background to take the Sophomore Course.

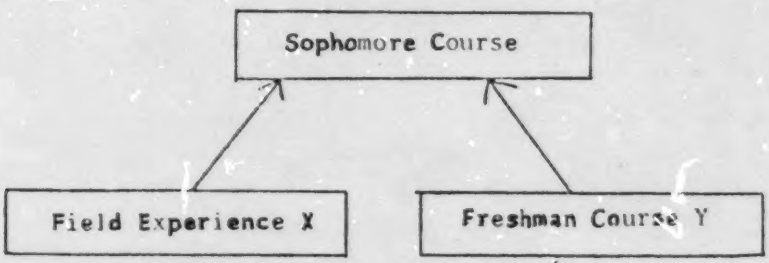

Figure 1

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Suppose there were three learning components listed in your college's catalog under the Department of Business Administration as B306 (a practicum), B316 (a course), and B412 (a special project). Students may have asked the question:

"Must we take B306 before we take B316?"

An adviser's response may have been: "No, you may take B306 and B316 during the same semester, but both learning experiences must be taken before you take B412."

What the adviser has said may be shown graphically as a map: (see Figure 2)

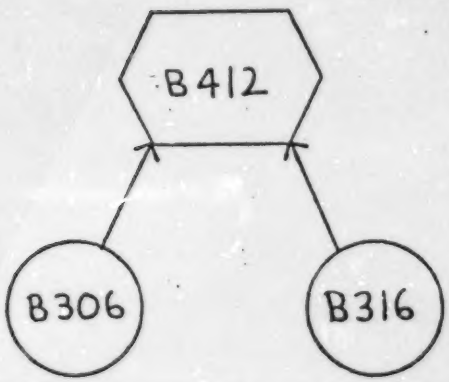

Figure 2

Interpreting the Map:

B412 requires B306 and B316 as immediate prerequisite learning components. However, B316 does not require B306 as a prerequisite. Similarly, B306 does not require B316 as a prerequisite.

If prerequisite learning components for the practicum B306 could be identified from the catalog listing, they could be shown as in Figure 3.[3]

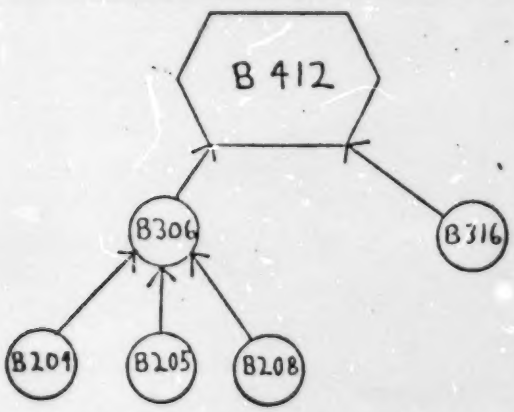

Figure 3

In this map, B204, B205, and B 208 are all immediate prerequisites to B306.

An example of a program map of an existing program in child care at Pensacola Junior College is shown in Figure 4. Note that a list of the names of the learning components accompanies the program map, along with the number of credits. Faculty within this program have written the prerequisite and exit skills for each course. In addition, the faculty at Pensacola Junior College and University of West Florida have developed a program map for the Early Childhood Education Program (figure 5) which indicates the courses offered at each institution leading to an Associate of Arts Degree and a Bachelor's Degree.

To date, program mapping has had a tremendous effect upon the structure of the curriculum at Pensacola Junior College. Specific examples are:

1. Academic advising of students has been simplified. The students see at a glance a visual representation of their total program. Prerequisites are readily identified.
2. The mapping process has enabled faculty to organize their program in a logical sequence. The mapping process emphasizes the need to organize the entry and exit level skills required of the students for each course within a program.
3. The program maps have allowed for programmatic reorganization and restructure by providing a visual representation to faculty of their total program. This has allowed faculty to see the fit of individual courses within the total program plan.
4. Administrative decisions have been made more objectively. Decisions about frequency and timing of a course and the instructor for a course have been made in reference to the effects on the total program.
5. In this era of retrenchment, decisions about course revision or deletion have been made objectively based upon programmatic needs rather than subjectively based on faculty personality or tradition.

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6. Orientation of adjunct faculty to the total program has been facilitated. Part time faculty have been able to understand how their course contributes to the total program.
7. Program mapping has been a tremendous vehicle for cooperative faculty participation both within and outside their program specialities.
8. Most importantly, it has helped to structure a total program so that students can win.

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[1]Cook, J. Marvin, Developing Program Maps, Council for the Advancement of Experiential Learning, American City Building, Suite 212, Columbia, Maryland, p. 8.

[2]Ibid. p. 18

[3]Ibid. pp. 20-21

APPENDIX

Figures 4-A ---------- Program - Child Care

4-B ---------- Program Map

4-C & 4-D ---------- Major Learning Outcomes

Figure 5 ---------- Early Childhood Program Map

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Figure 4-A

PROGRAM: CHILD CARE

PROGRAM MANAGER: DR. ANN SOUTHERLAND
DEPARTMENT OF HOME ECONOMICS
PENSACOLA JUNIOR COLLEGE

The Child Care program is a two-year associate of science curriculum designed to prepare a child care specialist with basic competencies to assume the primary responsibility for the daily activities of groups of preschool children in center-based programs. The major emphasis is for the practitioner to translate contemporary theory into practical application.

Normally the graduate begins employment in a child care center working directly with children up to the age of four.

Freshman Year

Term I		Term II	
ENC 1103 English Composition	3 cr.	HUM 2930 Technological Humanities	2 cr.
SSI 1011 Social Science Survey	3	SSI 1012 Social Science Survey	3
CHD 1804 Intro. to Child Care	2	CHD 1340 Language Development	3
CHD 1820 Physical Needs of Child	3	CHD 1221 Cognitive Development	3
CHD 1821 Infancy	3	CHD 1824 Emotional Development	3
		CHD 2440 Practicum	2

Sophomore Year

Term I		Term II	
BSC 1030 Biology	3 cr.	BSC 1031 Biology or AST 1005	3 cr.
ENC 1136 English Composition	3	MGF 1113 Math or MAE 1810	3
CHD 1825 Interrelationships	2	CHD 2828 Teaching Young Children	3
CHD 2826 Exploration of Media	3	HUN 1200 Basic Nutrition for Food Service	3
CHD 2827 Parenthood	3	CHD 2829 Interaction of Child's World	3
CHD 2440 Practicum	3		

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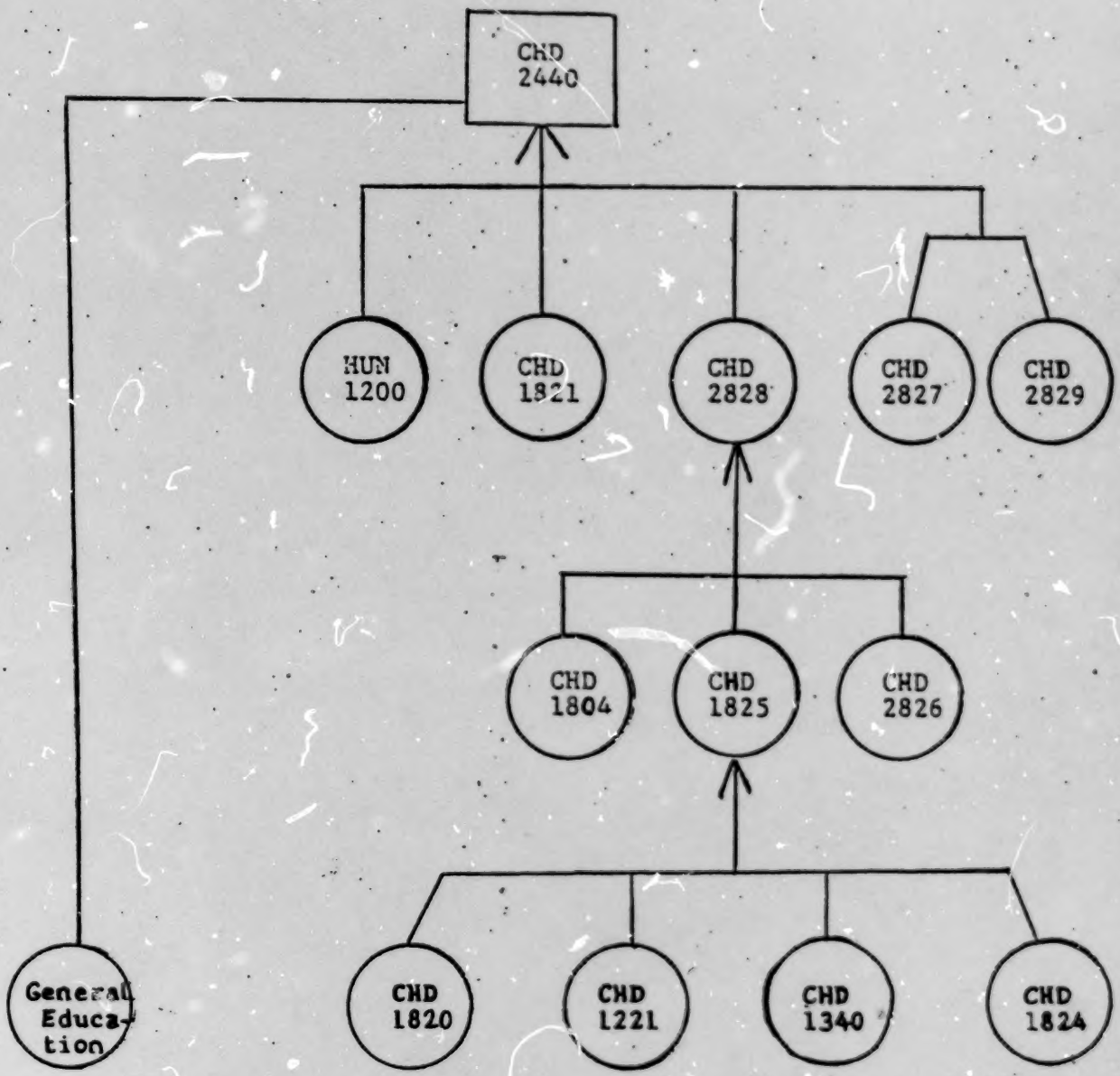
Figure 4-B

CHILD CARE PROGRAM

PENSACOLA JUNIOR COLLEGE

HOME ECONOMICS DEPARTMENT



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CHILD CARE PROGRAM

MAJOR LEARNING OUTCOMES

CHD 2470 Supervised Practicum (3 Credit Hours)

Given a field experience setting with the responsibility for a group of young children in a preschool or child care setting, each of the following learning outcomes should occur:

1. The student will manage the children in the classroom. To be rated satisfactory, the student must provide a routine, set limits and rules and keep necessary records for the developmental level of the children.

2. The student will plan and carry out activities. To be rated satisfactory, the student must plan and carry out activities that promote development of the children in the following areas: physical, intellectual, emotional and cognitive.

3. The student will arrange an appropriate classroom environment. To be rated satisfactory, the student must arrange environment appropriate for the developmental level of the children.

4. The student will demonstrate behaviors and provide activities that promote self concept and independence of each child in the group. To be rated satisfactory, the student must provide positive reinforcement, demonstrate caring behaviors, and allow each child to be independent appropriate for his developmental level.

5. The student will demonstrate positive and productive relationships with parents and other staff members of the center. To be rated satisfactory, the student must encourage parent participation in center activities and work cooperatively with other staff members in center plans, activities, policies and rules.

CHD 2828 Teaching Young Children (3 Credit Hours)

1. Given an example of a child care setting, the student will describe the management functions. To be rated satisfactory, the student must include laws and regulations of licensing, staffing and personnel practices, budgeting processes, planning and maintaining physical plant, food and transportation services, record keeping and in-service training.

2. Given written tests, the student should be able to describe the purposes of professional organizations, list organizations for teachers of young children, and identify the publications of organizations.

3. Given written tests, the student will describe a theory of instruction. To be rated satisfactory, the student must describe the rationale, teaching strategies, and teaching techniques and their relationships.

4. Given written tests, the student will describe factors in planning a lesson and organizing the environment to insure that goals for children are reached.

5. Given resources, the student will write a long-range curriculum plan for a designated group of children.

6. Given an example of a child care setting, the student will plan a schedule for a child care center. To be rated satisfactory, the schedule should reflect flexibility appropriate for the group of children, needs of the age levels, weather and seasonal considerations.

7. Given a small group of children, the student will teach the group for approximately an hour. To be rated satisfactory, the student must plan activities, arrange the environment, and carry out the activities appropriately for the developmental level of the children.

CHD 2827 Parenthood (3 Credit Hours)

1. Given a procedure and resources, the student will describe methods for communicating with parents and for encouraging parents to participate in center activities.

2. Given a procedure and resources, the student will make a file of materials to be used to teach children about different ethnic groups. To be rated satisfactory, the student must designate the cultural element the materials match and the approximate age for whom they are appropriate.

3. Given resources, plan an activity in which children from different ethnic backgrounds have an opportunity to talk about family customs, foods or holidays.

4. Given written tests, the student will be able to identify and describe the following elements of parenting: motivations for parenthood, parenting roles, changing concepts in parenting, developmental role of parenting, family variations and their effects, and challenges in parenting.

5. Given written tests, the student will describe the socialization process of the child.

6. In a written or oral situation, the student will be able to discuss the parents' position as decision-maker in a child care center's policies.

CHD 2829 Interaction of the Child's World (3 Credit Hours)

1. Given written tests, the student will name and describe specific needs of special groupings of children and their families including handicapped children, emotionally and socially abused children, and economically deprived children.

2. Given written tests, the student will name social concerns relating to children such as divorce, young mother, working mother, migrant children, etc., and will describe their influence on the child and their needs for special services for these children.

3. Given a procedure for carrying out, the student will make a collection of data on community resources for meeting family needs. To be rated satisfactory, the student should include financial, emotional, physical and intellectual needs.

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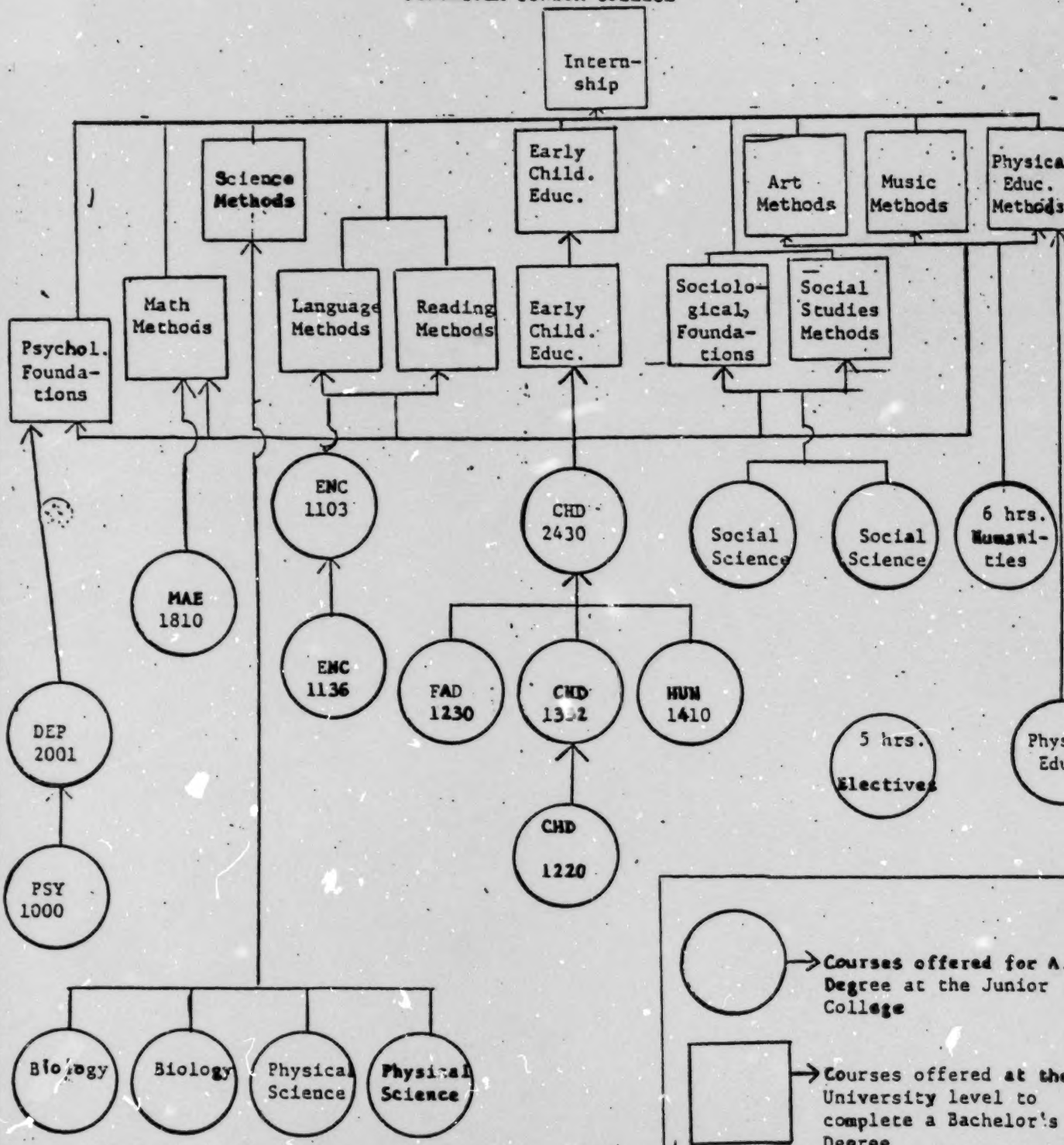
PROGRAM MAP FOR THE EARLY CHILDHOOD PROGRAM

HOME ECONOMICS DEPARTMENT

PENSACOLA JUNIOR COLLEGE



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